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A COUNSELOR-PRINCIPAL COMPARISON OF COUNSELOR FUNCTIONS
IN THE BAKERSFIELD ELEMENTARY SCHOOL DISTRICT,
BAKERSFIELD, CALIFORNIA

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CHAPTER I

INTRODUCTION

A program of guidance has long been recognized as an asset in secondary schools; however, in elementary schools, it is a relatively recent innovation. Caution must be exercised to prevent elementary guidance from becoming a pale replica of the secondary program. Rather, the two must compliment each other and provide continuous coverage for each child.

Being in the pioneering stage, confusion exists as to the ideal construction and pointed goal of elementary guidance. The generalities in which guidance objectives are stated has perhaps contributed somewhat to the overlapping and ambiguous role-definition for the counselor and other guidance workers. With the prevalence of research and evaluation in this area, greater clarification and agreement may be forthcoming. Stablein says that "the need for evaluation should be of paramount concern to counselors and guidance workers, and the obligation of people in the field to participate in enlightening studies should be inculcated at all levels."¹

¹John E. Stablein, "A Critique of Counseling Education," Personnel and Guidance Journal, XVI (September, 1962), 66.

Evaluation is the best way to determine the amount and direction of change. To facilitate this necessity, the most logical resources to tap would seem to be the principals and, certainly, the counselors themselves. Combined, they should be most qualified to determine the ideal counselor functions for a particular system. Until these evaluative assessments are rendered consistently, progress will be difficult to visualize, thus placing cumulative year-to-year improvement in question.

Statement of the problem. This study will seek to determine the perceptions of elementary and junior high counselors and principals in the Bakersfield City School District concerning the present counselor functions compared with those functions considered most important. An investigation of this nature has not recently been pursued in depth on a local basis. Since evaluation is an on-going process, the revelations derived from the study will hopefully provide perspective for the program now in existence. Arrangements have been made to send the findings, upon request, to interested personnel employed by the District.

Purposes of the study. Previous studies indicate that often a recognizable gap exists, or gradually begins

to evolve, between the desired and that which actually occurs in a given school guidance program. With this in mind, the purpose of this study was to provide an evaluative comparison of actual counselor functions compared with functions considered most important by counselors and principals in the District. It was to determine whether or not both groups assigned similar priorities to various areas of counselor activity. By ascertaining their perceptions of the counselor's role, perhaps sufficient impetus will be generated to initiate any necessary changes or further study should any significant variance in opinion merit doing so. If no such gap appears, the study will merely indicate counselor-principal confirmation of the status quo in the District's guidance program.

Procedure of the study. Prior to initiating this study, permission was requested of, and granted by, the Deputy Superintendent and Director of Special Services. Both were subsequently interviewed and were very instrumental throughout the study in providing information and encouragement whenever any situation arose which merited their assistance.

A comprehensive survey of available literature was conducted to assimilate information pertinent to elementary guidance.

A questionnaire was developed with revisions made as recommended by the Director of Special Services. This questionnaire, accompanied by a cover letter and stamped, self-addressed envelope, was then mailed to all principals and counselors in the District. Both were asked to fill out that part of the questionnaire titled, Ranking in Order of Importance, while counselors only were asked to complete, Ranking in Order of Actual Time Spent.

To those who did not respond, another questionnaire along with a follow-up letter was mailed. A sample of the questionnaire, cover letter and follow-up letter may be found in appendixes A, B, and C.

A final effort was made by telephone to encourage those who had not responded, to complete and return their questionnaire.

Limitations of the study. This study encompassed the principals and counselors employed in the District's twenty-seven elementary and seven junior high schools. Because of significant differences in time allotment for functions, four part-time elementary counselors were excluded from the study following their request. A similar request was granted for two first-year counselors. These factors limited the number of possible counselor respondents to thirty-three.

Including both elementary and junior high school counselors in the same study involves definite limitations. While the majority of these counselors spend at least part of their time on relatively similar functions,, it is realized that certain activities do not overlap. The investigator, however, assumed that since counselor functions on both levels vary more in degree than in kind both levels were incorporated into the study.

It is to be remembered that the study depended upon an accurate analysis of functions from the respondents. Also, semantic difficulties were encountered by some of the readers.

Finally, the difficulty in approximating the annual percentage of time spent on a given function should be realized. With these considerations in mind, interpretative caution of the results of this study should be exercised.

Definition of terms.

Elementary--A school which includes kindergarten and grades one through six.

Junior High--A school which includes grades seven and eight.

Deputy Superintendent--The person responsible to the superintendent of schools, serving as consultant in matters relative to his office and the departments under his direction. The following personnel are responsible to him for the efficient and effective operation of their respective schools and departments: director

of education, director of special services, director of personnel, and the building principals.¹

Director of Special Services--The person responsible to the deputy superintendent, and in charge of the district-wide program of the guidance and counseling of pupils. Under his direction, the principals of the schools assume responsibility for the proper effectiveness of the program of guidance and counseling. He is responsible for directing and supervising the work of the following persons assigned to his department: supervisors of pupil personnel services, psychologists, psychometrists, testing specialists,² and counselors and teachers assigned to the department.

Certificated Staff--Personnel consisting of the superintendent, deputy and associate superintendents, directors and assistants, principals, supervisors, testing specialists, psychologists, psychometrists, counselors, and teachers.³

¹Board of Education, Bakersfield City School District, Rules and Regulations of the Board of Education (Bakersfield: Bakersfield City School District, 1967), Chapter 5, p. 24, 26.

²Board of Education, op. cit., Chapter 5, p. 29, 30.

³Walter R. Shoesmith, Annual Report: Office of Deputy Superintendent, 1966-67 edition, Department of Personnel (1968), 2.

CHAPTER II

REVIEW OF THE LITERATURE

This survey of literature includes (1) history and trends of elementary guidance, (2) importance of developmental guidance, and (3) functions of the elementary counselor.

History and trends of elementary guidance. To insure an understanding of the problems in guidance today, it is perhaps worthwhile to consider the origin, foundation, and trends which have led to its current status.

It has only been in recent decades, with the staggering increase in the rate of social, economic, and technological change, that guidance as a deliberate and conscious process has emerged. Stripling purports the guidance movement emerged as a result of three primary influences: First, the development of measuring which was facilitated through the efforts of Galton and Binet around the turn of the century. Further impetus was provided by the need for more effective use of manpower during World War I. From this, evolved standardized tests of ability, aptitude, achievement and interest. These devices gave teachers and guidance workers objective information which was of great help

in understanding individual differences in children's capacities and needs. A second influence is the mental health movement which has produced deeper insight into understanding the dynamics of behavior, largely through the contributions made by psychologists and psychoanalysts. The third force in the development of guidance has been the recognition of the importance of vocational choice in a highly specialized society.¹

Frank Parsons, generally credited with fathering the guidance movement, noted that choosing an occupation was becoming increasingly more difficult. Attempting to provide a more systematic vocational choice assistance, he founded the Vocation Bureau of Boston in 1908.² It was not until approximately 1930, that sufficient measures for use in vocational selection existed.

At the elementary level, the introduction of organized guidance programs is a relatively recent occurrence. Martinson and Smullenburg cite evidence to this effect when they state that one unpublished study:

¹Robert O. Stripling, "Trends in Elementary School Guidance," The Elementary Principal, XLIII (April, 1964), 11-12.

²Herman J. Peters, Anthony C. Ricco, and Joseph J. Quaranta, Guidance in the Elementary School: A Book of Readings (New York: The Macmillan Company, 1963), p. 304.

. . . made in 75 selected cities of the United States in 1928, showed that at the time only 16 cities reported a definite counseling system in their elementary schools. Only six reported counselors in individual schools.¹

In contrast, the same authors mention statistics which reveal that the number of elementary guidance personnel in the Los Angeles County California, school system increased thirty-fold, from five to 152, during the ten-year period from 1944 to 1954.² During the same ten-year period, in a national study conducted by Jones and Miller, the rapid growth of guidance services in the elementary school was listed as one of the ten most significant trends in pupil personnel and guidance services.³

As previously stated, guidance was originally vocationally oriented. Only recently has it focused concern on the total development of all pupils. Willey asserts that "the modern guidance movement as it exists today has grown out of the humanitarian principles of

¹ Ruth Martinson and Harry Smallenburg, Guidance in Elementary Schools (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1958), p. 12.

² Ibid.

³ Arthur J. Jones, and Leonard M. Miller, The National Picture of Pupil Personnel and Guidance Services. Reprinted from The Bulletin, The National Association of Secondary School Principals of the N.E.A., XXXVIII (February, 1954), No. 200.

universal brotherhood and the twentieth century's growing interest in individual differences."¹

Probably the most important factor contributing to the interest in guidance at the elementary level today has been the greater emphasis upon secondary guidance as a result of the National Defense Education Act passed in 1958.² Because of this necessary change in emphasis, it has become quite obvious that educators now realize the importance of the developmental point of view. This is illustrated by the following quotation:

Guidance is now being forced, through necessity, to assume a developmental approach. This means that it can no longer be solely or primarily concerned with the relatively few severely retarded or disturbed; guidance must be concerned with all pupils and must contribute to the maximum development of each.³

Therefore, guidance services should begin with the child's entrance into school and be provided throughout his school experience. Hopefully, this cognizance may result in a greater concentration of guidance in the elementary school.

¹Roy DeVerl Willey, Guidance in Elementary Education (New York: Harper and Brothers, 1960), p. 4.

²William B. Royster, "Guidance in the Elementary School," The National Elementary Principal, XLIII (April, 1964), 8.

³Raymond Patouillet, "Organizing for Guidance in the Elementary School," Teachers College Record, LVIII (May, 1957), 432-33.

That elementary guidance is essential should no longer be challenged. Camp discusses four disturbing factors which characterize our daily environments: (1) demands of society, (2) mobility of the population, (3) changes in family and home life, and (4) conflicting social values.¹ These show poignantly that parents and their children have more problems to cope with than they had in years gone by.

To date, the development of guidance has been spasmodic. At one time, teachers were expected to be both instructor and guidance person, basing this idea on the premise that a teacher understands the intimacies of the children he teaches far more thoroughly than any outside expert in guidance, regardless of his specialized training in the field. Ferris ardently adheres to this viewpoint by stating that the teacher:

. . . often becomes all things to the child--friend, counselor, confidant, as well as teacher. He is usually more familiar than anyone else in the school with the child's family situation and problems related to it. It would seem rather foolish, therefore, to take the job of counseling away from the one who is best qualified to do it.²

¹Harry N. Camp, Jr., "The Case for Guidance Services in the Elementary School," Education, LXXV (March, 1955), 420.

²R. R. Ferris and S. L. Leiter, "Guidance in the Elementary School: Opinions Differ," National Education Association Journal, LIV (September, 1965), 48.

He further implies that this specialist for pupil guidance might even damage existing good teacher-pupil relationships.¹

Nevertheless, there is a growing recognition that the elementary teacher, however competent, cannot be all things to all students. Excellent classroom management and teaching are not enough. The dropout rate, the percentage of intellectually gifted children who are underachieving, and the failure of approximately one-third of draft-age men to meet minimum educational and physical requirements for service in the armed forces indicate a need for specialized help to assist the classroom teacher in working with individual students and their parents.² Certainly one conspicuous service is that of aiding teachers in determining grade placement of their children.

Cottingham acknowledges that good teaching is important to elementary guidance, but stresses that more than this is needed to do a complete job of assisting children to make an adequate transition from home to school and to society in general.³

¹Ibid.

²Stripling, loc. cit.

³Harold F. Cottingham, Guidance in Elementary Schools: Principles and Practices (Bloomington, Illinois: McKnight and McKnight, 1956), p. 1.

Therefore, guidance is not incidental; rather, it is an organized service, helping the pupil to understand himself and others better. Royster states that it is an "integral part of the total educational experience of the pupil."¹

The following statement suffices to reiterate, extend, and support the above position:

Guidance is a continuous process concerned with determining and providing for the developmental needs of all pupils, . . . carried out through a systematically planned program of guidance functions. These functions are a vital part of the elementary school's organized effort to provide meaningful educational experience appropriate to each child's need and level of development.²

The entire program should be predicated upon the belief that the task of the school is not only to teach subjects but to teach children--to teach them in such a way that they have a feeling of achievement and a satisfying school experience.

Importance of developmental guidance. Throughout the review of literature, there were numerous references to the term "developmental guidance." The impression conveyed to the reader is that the developmental approach

¹Royster, op. cit., p. 6.

²Association for Counselor Education and Supervision (ACES) and the American School Counselor Association (ASCA), "Elementary School Counselor; Preliminary Statement," Personnel and Guidance Journal, XLIV (February, 1966), 659-60.

structured the framework for the inception of guidance into the elementary school. For this reason, it merits further consideration.

Emerging after World War II, developmental guidance has had a relatively short-lived existence compared with other orientations to guidance. To date, it has largely been theoretical rather than actual. But it does appear to possess a potentially useful theoretical framework for organizing and implementing guidance services in schools.

The developmental approach represents a change from what is called adjustment counseling, problem-centered or crisis-oriented guidance toward a preventive approach for helping pupils. Because remedial approaches concentrate only on a small number of students who need intensive guidance, the majority of boys and girls who could profit from it are ignored. The average student needs guidance to accentuate and extend his potentialities.¹

The developmental concept arose from an increasing dissatisfaction with waiting until maladjustments and behavior problems had become so serious that the pupil

¹Herman J. Peters, "Fostering the Developmental Approach in Guidance," The Educational Forum, XXVIII (November, 1963), 88.

had to go to the counselor for help. Today, the counselor tries to recognize behavior problems at an early stage of development--as early as the primary grades--which, if ignored, would often lead to difficulties at a later stage. That is, he anticipates the potential development of certain difficulties or problems and attempts to provide services aimed at preventing their development. However, developmental guidance necessitates an additional step beyond even preventive measures; its most important goal is to assist the pupil toward maximum human development in all aspects of his life.¹

It should be made clear however, that while the current emphasis is on this positive approach for preventing problems, coupled with promoting the maximum development of the pupil, "it is foolhardy to presume that a developmental approach can eliminate the necessity of having corrective and curative measures. Nevertheless, it does offer the possibility of minimizing the necessity of these services."² For example, rather than emphasizing testing to identify or predict strengths and weaknesses--

¹Joseph S. Zaccaria, "Developmental Guidance: A Concept in Transition," The School Counselor, XIII (May, 1966), 226.

²Ibid.

the remedial approach--testing will emphasize enriching experiences to stimulate development so that tests will have more to measure. This makes the teacher's greatest contribution to education and guidance that of translating subject matter into exciting experiences for children.¹

The whole developmental process can be viewed as a single unbroken line extending from the moment of conception to the moment of death. Patterned change is continuous.² In other words, tomorrow a person will not be exactly the same as he is today. The implication made is that the guidance program, at the outset, attempts to understand the uniqueness of the individual.

Although the developmental process can be viewed as a single unbroken line, understanding is facilitated by breaking this continuum into successive stages or tasks, each somewhat different from the one preceding and the one following. Havighurst defines a developmental task as:

. . . a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to happiness and success with later tasks, while failure leads to

¹Patouillet, loc. cit.

²Leona E. Tyler, The Work of the Counselor (New York: Appleton-Century-Crofts, Incorporated, 1961), p. 287.

unhappiness in the individual, disapproval by¹ the society, and difficulty with later tasks.

Consider the task of learning to talk, for example. Most children have at least begun learning to talk by the end of the second year. The task is extremely difficult and may never be accomplished well if it is not achieved in the second year of life. This is the crucial period for this task, failure of which will stand in the way of learning a series of later tasks which depend greatly upon language.²

There appears to be little unanimity as to how these developmental tasks or stages should be categorized. Tyler gives three possible ways:

The beginning of a stage can be based on biological events, such as the coming of puberty; it can be based on psychological events, such as the resolution of the Oedipal conflict, or; it can be based on social demands in a particular culture, such as starting to school.³

In her orientation, Meeks presents a detailed dichotomy--physical, mental, social, emotional--of the elementary child's levels of development from middle childhood (ages six to ten) to later childhood (ages ten to thirteen).⁴

¹R. J. Havighurst, Human Development and Education (New York: Longmans Green, 1953), p. 2.

²Havighurst, op. cit., p. 3.

³Tyler, op. cit., p. 288.

⁴Anna R. Meeks, Chapter Seven, "Guidance in the Elementary School," Excerpted from Arthur Jones, Principles of Guidance (New York: McGraw-Hill, 1963), pp. 131-32.

Goodenough and Tyler find the following outline of stages a useful one to employ. A more detailed account can be found in their book (1959):

1. Infancy--first two years--to progress from complete dependence to relative autonomy.
2. Early Childhood--from 2 to 5--to learn to take responsibility for one's own actions (initiative).
3. Middle Childhood--elementary school years--to achieve competence in the many kinds of physical, mental, and social skills considered essential in a culture.
4. Adolescence--from 12 to 20--to attain individual identity as a mature human being.
5. Adulthood--from 20 to 40--establishment in work, family, and community, and development of a close personal concern for others.
6. Middle Age--from 40 to 60--maintenance of established way of life and a durable personal philosophy.
7. Old Age--from 60 on--adaptation to decline and change of status.¹

Regardless of what type of stages are used, it is desirable for the counselor to know what the other earlier and later developmental stages or tasks are before he begins counseling at any definite point. Educators are just beginning to realize that counseling of some sort might help with all these successive tasks and challenges.

When a child first enters school, he encounters a new environment, new and different experiences that require of him a certain level of developmental maturity.²

¹F. L. Goodenough and L. E. Tyler, Developmental Psychology (New York: Appleton-Century-Crofts, 1959), pp. 137-38.

²Hyrum M. Smith, "Preventing Difficulties Through Guidance," Education, LXXXIII (January, 1963), 266.

Therefore, as he progresses through the grades, a continually evolving developmental record should be maintained so that the causes for his ever-changing pattern are apparent.

The guidance function is based on the manner in which a child grows, matures, and develops. It is based on the "whole child." The developmental approach consists of the complex task of equating a child's potential with his environmental opportunities. This alone necessitates individualization in guidance. Peters emphasizes the total person because too often educators work with pupils in terms of elements common to all, e.g., intelligence; but we fail to work with a pupil in terms of his totality, a totality dissimilar to all other humans.¹ Intelligence testing is essential but more stress needs to be placed upon each child's unique aptitudes, interests, and emotions. Kelly and Rasey accentuate the worth of this consideration by stating:

Uniqueness is perhaps man's greatest asset, . . . It is what gives him a place, gives him value and worth. Uniqueness, therefore, needs to be cherished and fostered. Differences in abilities, in experience, and in purpose need to be seen as the quality that₂ makes the individual precious to the welfare of all.

¹Herman J. Peters and Gail F. Farwell, Guidance: A Developmental Approach (Chicago: Rand McNally and Company, 1959), p. 90.

²Earl C. Kelly and M. I. Rasey, Education and the Nature of Man (New York: Harper and Brothers, 1952), p. 91.

Guidance then, should aid the immature but growing pupil in a better understanding of himself, to think through with him the meanings of personal choices, to encourage him to achieve his optimum academic capacity, and to treat him as a worthy individual.¹

Early identification of individual differences is effective because (1) the child is flexible and has had less time for problems to become deep-rooted; (2) the parents are more actively associated with the school; and (3) many years of successful development lie ahead for the child who can be helped to understand himself and to find acceptable approaches toward the solution of his problems.²

All of the separate processes of analyzing limits, choosing, learning, and revising limits of the counselee go on in life whether or not counseling occurs. The counselor's paramount function, consequently, is as Tyler states:

. . . to stimulate and facilitate the natural developmental processes--to enable them to operate more efficiently than they do by themselves--in the same way that a gardner³ encourages the growth of the plants in his care.

¹Peters and Farwell, op. cit., p. 89.

²Meeks, op. cit., p. 129.

³Tyler, op. cit., p. 295.

For this reason, it is imperative to have the guidance function carried on by professionally competent, certificated school counselors. Each pupil needs to be provided with an opportunity to see and understand himself through the help of persons who have as a basic precept the guidance point of view.¹

Shertzer and Peters stress the importance of this understanding when they state that:

. . . learning can be more effective if the pupil focuses first on knowledge of himself--his assets, limitations, aspirations, and responsibilities. The typical well-adjusting pupil can use this knowledge to serve him as he matures and faces decisions.²

To recapitulate, guidance is an educational process concerned with personal adjustment. Being continuous, it provides a progression of positive experiences from the home through successive levels of school experiences. It takes into account the child's past, helps him live effectively in the present, and establishes a basis for living successfully in the future. It is no longer remedial in function or crisis-oriented to deal with behavior problems, but instead, focuses on the

¹Donald H. Blocher, Developmental Counseling (New York: Ronald Press Company, 1966), p. 4.

²Bruce Shertzer and Herman J. Peters, Guidance: Techniques for Individual Appraisal and Development (New York: The Macmillan Company, 1965), p. 37.

developmental approach. This approach is built around the needs and problems of children. It sees the child as living in an interacting environment where many forces affect one another.

The child brings to school all types of problems-- emotional, social, physical, mental. A success or failure in one area affects other areas. A good guidance program enables each child to make the best of himself at each level of schooling in developing to his maximum potential in all areas of human development.¹

Although developmental guidance is still in its embryonic form, it certainly has a contribution to make to the development of the pupil and to the processes of education. It is concerned with the privilege for all pupils to move beyond their usual pattern of progress. Apparent satisfactory or good progress may be only an indication of the excellent progress which can result from this approach.² Its great potential represents a challenge to the theoretician and practitioner alike, and it will only be in the meeting of this challenge

¹Eleanor M. Anglin, "Guidance in the Elementary School," The National Elementary Principal, XLI (January, 1962), 54-55.

²Herman J. Peters, "Developmental Counseling," Clearing House, XLI (October, 1966), 111.

that guidance can realize the noble goals which it has advocated.

Functions of the elementary counselor. It would seem that an elementary school counselor should particularly be attuned to the principles of developmental guidance. This approach must provide the hub from which all supportive activities extend. Being the resource person to the staff, the counselor insures that guidance practices have continuity and smooth articulation from one developmental stage to another through in-service teacher training, coupled with informal day-to-day consultation. This necessitates a thorough understanding of the developmental processes, accompanied with the ability to acquaint co-workers with these processes. In the final analysis, it is the child's attitudinal development which must precede any academic learning in emphasis.

To facilitate full implementation, guidance services must flow from, and be compatible with, basic beliefs concerning human growth and development. Most important of these basic beliefs are: (1) each individual is valuable, (2) each individual is unique, (3) each individual has a contribution to make, (4) behavior is caused and these causes are multiple and interrelated, and (5) causal factors of behavior can be identified.¹

¹Royster, op. cit., p. 10.

Because the counseling service in the elementary school is still in its early stages, the role of the counselor has not yet been clearly identified.

Royster indicates that the elementary guidance counselor is the planner, organizer, and consultant on special problems. He is the technician and the coordinator of guidance services, handling problems beyond the skills of the classroom teacher, but not serious enough to merit referral to a psychologist or psychiatrist.¹

Anna Meeks perceives the counselor:

. . . as a regularly assigned member of the elementary school staff who is responsible for developing those aspects of guidance functions for which the teacher does not have time or specialized competencies. His chief function is to provide systematic counseling for children with special needs or interests. He usually devotes a greater percentage of his time to counseling children and parents than does the secondary-school counselor. The counselor also provides in-service education for teachers in the collecting of data, in the development and use of cumulative records, and in the testing program. Finally, an important aspect of the counselor's work is to contribute to curriculum development through follow-up and research activities.²

A guidance committee in Waterford, Michigan, initiating a guidance program, established the following functions for who they refer to as a consultant:

1. The consultant helps teachers understand children better and adapt instruction to their needs.

¹Ibid.

²Meeks, op. cit., p. 144.

2. The consultant works primarily with teachers, individually or in groups. At the request of a teacher, he may spend time with a pupil in individual counseling but he will do so only as assistance to the teacher with whom the continuing responsibility for pupil progress rests.
3. The consultant may meet with parents individually or in groups in order to help them understand their children better. Again, responsibility for continuing rests with the teacher and administrator.
4. The consultant assists teachers and administrators in making decisions about referrals to other specialists or agencies. The consultant is not a therapist.
5. The consultant may initiate meetings and informal conferences with teachers to discuss normal child development and behavior.
6. The consultant may be asked to interpret the schools guidance program to parents and to community organizations.
7. The consultant will carry on continuing evaluation of the guidance program and with the help of others, conduct appropriate research.¹

Martinson and Smullenburg group the functions of the elementary guidance specialists into four areas:

1. The study of children--assists teachers in the gathering and use of information and helps with the identification of children with special needs.
2. Group work in school--assists school personnel in the understanding of children in special groups.
3. Work with parents and community--assists parents to understand children and coordinates school-community guidance efforts.
4. Research.

The guidance specialist works as a contributing member of a comprehensive team, adding his skills and training

¹Edgar G. Johnson, "Elementary School Guidance," The National Elementary Principal, XLVI (April, 1967), 38-39.

to those of others to help teachers, parents and children. He works constantly with and through others.¹

Hatch and Costar say the major duties of the counselor are to:

1. Provide guidance services to individual pupils (counsel individuals, develop orientation programs, etc.)
2. Consult with the school staff (provide information about pupils to teachers, remedial specialists, and the principal, prepare materials for teachers to use in their classes, conduct case conferences, etc.)
3. Maintain good contacts with the home (provide parents with information about their child, inform parents about the guidance program, etc.)
4. Coordinate the guidance program (provide leadership in developing a program of guidance services, coordinate the guidance activities of all staff members, conduct follow-up studies of pupils, maintain pupil records, etc.)
5. Maintain contacts with community agencies (establish effective channels for making referrals, interpret guidance program to the community, etc.)²

According to Bosdell, the elementary school counselor is seen as being primarily responsible for: (1) counseling with pupils with emotional problems, (2) counseling with pupils about family problems, (3) working with parents of children who have problems, (4) arranging referrals, (5) working with parents to improve

¹Ruth Martinson and Harry Smallenburg, Guidance in Elementary Schools (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1958), pp. 183-87.

²Raymond Hatch and James W. Costar, Guidance Services in the Elementary School (Dubuque: W. C. Brown Company, 1961), pp. 131-32.

parent-child relationships, and (6) helping teachers with mental health aspects in their classrooms. Current thinking is moving toward the preventive and developmental role of counselors, with the majority of their time spent in working with teachers and pupils.¹

Ruth Martinson considers the major duties of the elementary counselor to be: (1) working and planning with school personnel in the study of individuals and in proper classroom placement of students, (2) providing leadership to the staff for developing and using an adequate record system, (3) educating parents in an understanding of children's needs, (4) functioning as the key person in an overall mental health program, and (5) coordinating agent with community groups.²

The responsibilities of the elementary counselor are helpfully defined in an article by Hart. In his study, teachers ranked the importance of selected duties for the counselor as follows:

1. Counseling pupils with learning, physical, social, and emotional problems.
2. Interpreting pupil data to parents.
3. Holding conferences with parents regarding any pupil problems.

¹Betty J. Bosdell, "Guidance Functions of Elementary School Personnel," Guidance Journal, I (Winter, 1961), 52-53.

²Ruth A. Martinson, "Duties of Elementary School Counselors," Occupations, XXX (December, 1951), 167-70.

4. Interpreting pupil data to faculty members.
5. Assisting in placement of pupils in proper classes or in special classes when needed.
6. Acting as a liaison person between school and community agencies on pupil problems.
7. Coordinating the efforts of all specialists working on a case.
8. Acting as a guidance consultant on pupil problems to all staff members.
9. Interpreting pupil data to authorized community agencies.
10. Reporting to the principal annually on what has been accomplished in guidance.

In another part of this study, a somewhat different ranking was revealed when authorities in the field of elementary guidance were asked to indicate the most important duties for counselors to perform. They felt that interpreting pupil data to staff members was the most important duty. Second in significance was holding conferences with parents regarding pupil problems. Counseling pupils with learning, physical, social, and emotional problems ranked third.

Hart concluded that recommendations of authorities may be followed as general guides; however, since a large part of the counselors job should be to help the classroom teacher, the wise counselor will consult his teachers on specific duties he can perform which will be the most helpful to them.¹

¹Robert N. Hart, "Are the Elementary Counselors Doing Their Job?" The School Counselor, IX (December, 1961), 71.

In a limited study, conducted on a single school in Bakersfield, California, Newman determined the percentage of time he spent on counselor functions through the use of a job analysis sheet.¹

<u>Function</u>	<u>Percentage of Time</u>
Individual counseling.	12
Records and reports.	12
Administrative assistance. . . .	12
Group counseling	8
Health	8
School-wide guidance programs. .	5
Attendance	5
Welfare.	5
Planning	5
Teacher consultation and case conferences.	5
Student activities	5
Safety committee	3
Referrals to other agencies. . .	3
Talks to classes	3
Testing.	3
Enrollment	3
Informal contacts and observa- tions.	3
Total.	100

Awareness of the need for better guidance services in elementary schools has led to a notable increase in the number of elementary counselors employed in California schools in recent years. The results of a study conducted by McCreary and Miller to compare counselor-principal rankings with actual counselor duties are as follows:

¹William H. Newman, "A Full-Time Counselor in an Elementary School," The Elementary School Journal, LVI (April, 1956), 355-56.

Functions of the Elementary Counselor

<u>Administrators</u> <u>Rank Order of</u> <u>Importance</u>	<u>Counselors</u> <u>Rank Order</u> <u>Importance</u>	<u>Counselors</u> <u>Rank Order</u> <u>Actual Time</u>
Counseling	Counseling	Counseling
Teacher Consul- tation	Teacher Consul- tation	Teacher Consul- tation
Parent Consul- tation	Parent Consul- tation	Testing Program
Testing Program	Testing Program	Parent Consul- tation
Community and District Re- ferrals	Administrative (guidance program)	Record Keeping- Clerical
Administrative (guidance program)	Community and District Re- ferrals	Administrative (guidance program)
Research Studies	Research Studies	Community and District Re- ferrals
Record Keeping- Clerical	Record Keeping- Clerical	Research Studies

Undoubtedly, the major finding of the survey is that principals and counselors, according to their responses, are in substantial agreement on what counselors should be doing. One important problem in need of resolution, however, was that of clerical. While last in significance, it received more of the counselor's time than did administering the guidance program, arranging for community and intradistrict referrals of pupils, and conducting research studies.¹

Similar to the preceeding study, Sweeney sought to ascertain the perceptions of school counselors and administrators of the counselor's activities. The

¹W. H. McCreary and G. Miller, "Elementary School Counselors in California," Personnel and Guidance Journal, XLIV (January, 1966), 496-98.

findings were also interpreted to suggest that any difference in perception which existed between the counselors and administrators tended to be a matter of degree rather than of kind. For example, although both groups ranked "providing services to individual students" as number one, counselors assigned it a greater percentage of time than did administrators. On the other hand, "establishing and maintaining staff relationships" was rated second with greater emphasis placed by administrators.¹

McDougall and Reitan, in their study, asked elementary principals to rate each proposed elementary counselor function on a four-point continuum, ranging from a very important function to not a function of the counselor.

The four functions rated as being very important by the most respondents were all concerned with student counseling and parent consultation. Also listed by a majority were: identifying students with special talents and problems, assisting teachers in the area of testing and appraisal techniques, and interpreting the guidance program to the community.

¹Thomas Sweeney, "The School Counselor as Perceived by School Counselors and Their Principals," Personnel and Guidance Journal, XLIV (April, 1966), 844-47.

Functions rated on their table by a majority of the respondents as limited or not a function of counselors were: providing vocational and occupational information to students, administering discipline, helping organize student activities, teaching remedial reading, and keeping attendance records.¹

In a study recently completed (1967) by Edwards, part-time and full-time elementary principals in Iowa were asked to indicate their opinion of the elementary school counselor regarding thirty-six functions. Those functions rated "very important" by a majority of the respondents are ranked as follows:²

<u>Functions of the Counselor</u>	<u>Per Cent Ranked Very Important</u>
Consulting with parents about their children's problems.	80
Counseling students with personal and social problems.	78
Counseling students with academic and educational problems	71
Interpreting pupil data to parents .	71
Assisting teachers in the area of testing and appraisal.	68
Interpreting pupil data to staff members.	63

¹William P. McDougall and Henry M. Reitan, "The Elementary Counselor as Perceived by Elementary Principals," Personnel and Guidance Journal, XLII (December, 1963), 352-53.

²David Edwards, "Qualifications and Functions of the Elementary School Counselor as Perceived by Public Elementary School Principals in Iowa," (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1967), pp. 54-56.

<u>Functions of the Counselor</u>	<u>Per Cent Ranked Very Important</u>
Interpreting appraisal and test data to students	62
Acting as guidance consultant to staff on pupil's problems.	62
Interpreting the guidance program to the community	59
Planning the standardized testing program.	56
Gathering information on pupils. . .	53
Providing leadership for school in-service training program in guidance	52
Acting as a liaison with community referral agencies.	51
Identifying students with special talents and special problems . . .	51
Counseling children with severe discipline problems.	50
Fostering good mental hygiene among pupils and staff	50

Items rated by the majority of respondents to be a "limited" function of the elementary counselor are as follows:

<u>Functions of the Counselor</u>	<u>Per Cent Ranked Limited</u>
Providing vocational and occupational information to students . .	51
Providing admission and registration advice.	56
Organization and supervision of student activities	70
Keeping attendance records	90
Administering discipline	91
Teaching remedial reading.	92

An encompassing statement by Fine places the elementary school counselor's function in this perspective:

The elementary counselor has a responsibility to the total educational program. He is likely to be only minimally effective if he functions in an autonomous, expert capacity. As a resource person, working cooperatively with teachers, administrators, parents, and other consultants, the counselor can become an effective instrument for the guidance and promotion of educational and personal growth in children. The most successful counselor is likely to have a positive and pervasive effect on the total educational program of a school . . . A logical goal of the counselor is to help strengthen, not weaken, the teacher as a professional.¹

¹M. J. Fine, "What Can You Expect from a Guidance Counselor?" Grade Teacher, LXXXIV (September, 1966), 154.

CHAPTER III

HISTORICAL SETTING AND DEVELOPMENT

Bakersfield, California is located in the southern San Joaquin Valley, 112 miles north of Los Angeles and 385 miles south, southeast of San Francisco. The city of Bakersfield has a population of 71,100, while the Greater Bakersfield area encompasses 194,140.¹

The Bakersfield City School District, drawing from both areas, is the largest elementary district in the Greater Bakersfield area. It is comprised of twenty-seven elementary schools and seven junior high schools, has an average daily attendance of approximately 24,500 students, and employs 953 certificated staff members.²

History of guidance in Bakersfield. A guidance program was enacted in the junior high schools as early as 1931-32. However, extension of the program into the elementary schools did not occur until 1948-49. From the beginning, the objective in inaugurating the program was to alleviate increased supervisory and instructional

¹Kern County Board of Trade, Fast Facts About Kern County, (1967), 10.

²Walter R. Shoesmith, Annual Report: Office of Deputy Superintendent, 1966-67 edition, Department of Personnel (1968), 2.

duties of the building principals by delegating to a full-time counselor such functions as individual and group guidance, and organization of student activities and testing services.

Since the effective performance of the duties assigned to this person play an important part in the total school program, selection is of the utmost importance. Recognizing this, the Board of Education has stated: "The administrative staff shall bear the responsibility for the identification and development of future principals, supervisors, and counselors."¹

Candidates for counseling positions are required to take both a written and an oral examination. As a prerequisite, a candidate must have three years experience in the Bakersfield City Schools. An eligibility list is constructed on the basis of the examinations, in-district experience, and degree held. From this list, any one of the first three candidates may be selected for any future counselor opening.²

¹Board of Education, Bakersfield City School District, Rules and Regulations of the Board of Education (Bakersfield: Bakersfield City School District, 1967), p. 124.

²Richard H. Casey, "The Role of the Counselor in the Elementary School," (unpublished Master's thesis, University of Southern California, Los Angeles, California, 1965), p. 33.

Objectives of the guidance and counseling program.

The objectives for the program of guidance and counseling in the Bakersfield City Schools should be:

1. To have a continuous program of guidance from kindergarten through grade eight.
2. To compile sufficient information about each child in order to see patterns of development, to identify specific unmet needs and to guide those working with the child in the educational setting.
3. To help children, parents, teachers and others better understand the physical, social, emotional and intellectual growth of children.
4. To aid children in their growth toward self-dependence.
5. To help children develop successful interpersonal relationships.
6. To help children develop adequate self-concepts.
7. To help children understand realistically their own aptitudes and interests in order to maintain a sense of self-worth through working toward reasonably attainable and rewarding goals.
8. To help children understand educational and occupational opportunities and to become aware of life-work patterns.
9. To work for better support of the child's educational program by the parent through closer home-school relations.¹

Duties and responsibilities of the counselor.

In support of the stated objectives, the primary functions assigned to the counselor in the District can be categorized as follows:

1. Counseling:
 - a. Carries on individual and group counseling.
 - b. Guides orientation of pupils.

¹Bakersfield City School District, The Guidance and Counseling Handbook, Project Number 363 and 325. (June, 1966), 1-2.

2. Conferring:
 - a. Confers with teachers
 - b. Confers with parents
 - c. Assists teachers with maladjusted pupils
 - d. Assists teachers and parents in securing acceptable pupil behavior
3. Researching and interpreting:
 - a. Administers tests and measurements
 - b. Arranges placement of pupils following enrollment
 - c. Gathers data about pupils
 - d. Identifies the specific needs of pupils
4. Coordinating:
 - a. Facilitates effective home and school relations
 - b. Utilizes district's counseling services¹

While not considered mandatory, the counselor may have other responsibilities assigned to him by the principal.

1. Acting as head of the school in the absence of the principal if requested to do so.
2. Planning assembly programs.
3. Planning graduation exercises.
4. Being in charge of the student council and student body activities.

These assignments, when and if assigned, are important to the school program but are not allowed to interfere with the counselor's primary duties. To this effect, the Board of Education has stated that "counselors shall not assume administrative duties except as specifically provided for in the Rules and Regulations of the Board of Education."²

¹Bakersfield City School District, op. cit., p. 6-10.

²Board of Education, op. cit., p. 166.

Relationships of the counselor with principal, teacher, student and parent. While the counselor serves as the guidance and counseling specialist, it is the school principal who assumes the responsibility for the direction and success of the program. He sets the policy and provides the leadership and cooperation among the staff, enabling the counselor to provide the optimum in guidance services for the school. Generally speaking, teachers will handle most problems in the classroom which are not recurring or violent in nature. Principals will handle directly those involving administrative decision (suspension, corporal punishment, etc.) and serious behavior problems. Most others, including attendance problems, will be referred to the counselor.

The counselor has a non-administrative relationship with the classroom teacher. Instead, his relationship must be planned, promoting a positive attitude toward the guidance program in order that both counselor and teacher may work together for a greater understanding of the individual student.

For each pupil, the counselor should attempt to foster a guidance program which provides a sense of belonging, self-respect, emotional security, achievement, recognition, and an appreciation and understanding of the world in which he lives. The program necessitates

a positive approach for correcting and preventing anti-social behavior. In this sense, the counselor does come face to face with discipline. Many times he must indicate to the student that certain behavioral limits exist and that going beyond these limits will result in disciplinary consequences. Should a reprimand be necessary, it can be made in such a way as to evoke a response favorable to the student's eventual utilization of self-discipline.

The counselor has the important task of creating and maintaining good public relations between the school and the home. His continuing contacts with parents provide frequent opportunities for interpreting the educational philosophy and objectives of the school. With a less restricted schedule, the counselor also serves as liaison between teacher and parent.¹

¹Bakersfield City School District, op. cit.,
p. 11-16.

CHAPTER IV

PRESENTATION OF DATA

This chapter presents the results of the study in tabular form. The data include information about the actual amount of time counselors spend annually on fourteen designated functions as well as how selected counselors and principals feel the counselor should spend his time on these functions. Each area is presented separately with comparisons made throughout the analysis of data.

Per cent of returns. Table I reveals that information was received from 87.9 per cent of the counselors and 96.9 per cent of the principals.

TABLE I

A COUNSELOR-PRINCIPAL COMPARISON OF COUNSELOR FUNCTIONS
IN THE BAKERSFIELD ELEMENTARY SCHOOL DISTRICT,
BAKERSFIELD, CALIFORNIA: PER CENT OF
RETURNS IN THE STUDY

Personnel	Questionnaires Sent	Returned	Not Returned	Per Cent of Return
Counselor	33*	29	4	87.9
Principal	33	32	1	96.9

*Four part-time counselors and two first-year counselors, though sent questionnaires, were excluded from the study upon request and were not included in the number of possible respondents.

Every effort was made to approach a 100 per cent return from both groups. In addition to a second mailing, those still not responding were contacted by telephone.

Itemized counselor responses to functions ranked by actual time given. A prerequisite to determining how a counselor feels he should spend his time necessitates an analysis of how he actually spends his time. Table II, in considerable detail, illustrates present priority given selected functions in the District's guidance program.

Ranking in this table as well as in Tables IV and VII was determined by assessing a value from highest to lowest for each response. For example, an item receiving a number one response was given fourteen points, number two response, thirteen points, and so on through all selected functions. The assessed points for each item were then totaled and averaged with the highest average response being ranked number one.

Since it was optional for respondents to rank "other functions," it was merely placed at the end of the list. A detailed listing of responses to "other functions" in Table II, as well as in Tables III through X, may be found in Appendix D, Tables XII, XIII, and XIV.

Sixty-nine per cent of the counselor respondents indicated that individual counseling consumed more of their time than any other activity. Group counseling was

TABLE II

ITEMIZED DISTRIBUTION OF COUNSELOR RESPONSES TO FUNCTIONS RANKED FROM
GREATEST AMOUNT TO LEAST AMOUNT OF ACTUAL TIME GIVEN
ANNUALLY TO EACH

Function	Total Number and % Giving Function Aver- aged Numerical Ranking or Higher	Average Numerical Ranking															Total Number and % Giving Function Lower Than Averaged Numerical Ranking
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	
Individual Counseling	20 69%	20	7	1		1											9 31%
Group Counseling	15 52%	6	9	3		2		4	3	2							14 48%
Teacher Consultation	12 41%		4	8	7	5	3	2									17 59%
Parent Consultation	19 66%			10	9	3	3	1	2		1						10 34%
Testing Program	17 59%	1	6	2	4	4	6		2	1		1	1		1		12 41%
Guidance Activities	20 69%		3	4	3	4	6	6	1	2			3%	3%		3%	9 31%
Community and District Referrals	15 52%				3	3	4	5	8	4	1	1					14 48%
Record Keeping	17 59%	1			2	4	3	5	2	1	3	2	3	3			12 41%
Administering the Guid- ance Program	19 66%			1		1	3	4	8	2	4	2	3	1			10 34%
Orientation and Articulation	15 52%					1	3	2	4	5	3	3	6	2			14 48%
Remedial Instruction	19 66%					1	2	2	8	4	4	4	2				10 34%
Research Studies	21 72%							1	2	4	11	3	6	2			8 28%
Vocational and Occupa- tional Information	22 76%							1	1	2	3	9	6	7			7 24%
Corporal Punishment	18 62%										1		4	1	12	11	11 38%
Other	11 38%	2			1			2	3	1		1		1			-

placed second with 52 per cent. The testing program was placed fifth by 59 per cent but received a scattered rating as did record keeping and administering the guidance program. Record keeping, perhaps the most significantly positioned item, was ranked eighth by 59 per cent. Two counselors ranked "other functions" number one. Vocational-occupational information and corporal punishment were ranked thirteenth and fourteenth respectively, supporting other studies' findings that these activities receive a negligible amount of an elementary counselor's time. It should be mentioned that corporal punishment was ranked fourteenth by most respondents who did not rank "other functions," and fifteenth by the eleven who did rank "other functions."

Per cent of actual counselor time spent annually on each function. In Table II, items were ranked according to the actual amount of time given annually to each. Here Table III attempts to indicate this time by a percentage breakdown.

TABLE III
COUNSELOR RANKING OF FUNCTIONS BY THE
PER CENT OF ACTUAL TIME GIVEN
ANNUALLY TO EACH

Assigned Ranking	Average Per Cent of Annual Time Given
Individual Counseling	25.3
Group Counseling	13.5
Teacher Consultation	10.8
Parent Consultation	9.6
Testing Program	9.2
Guidance Activities	7.8
Community and District Referrals	4.9
Record Keeping	4.5
Administering the Guidance Program	3.3
Orientation and articulation	2.6
Remedial Instruction	1.8
Research Studies	1.6
Vocational and Occupational Information	1.3
Corporal Punishment	.1
Other	3.7
Total	100.0

Readily discernable was individual counseling receiving 25.3 per cent of the counselor's time, nearly twice that of group counseling. These two activities in conjunction with teacher consultation, indicate that counselors devote approximately one-half of their time to these functions.

Record keeping was ranked nearly equivalent to community and district referrals, getting only .4 per cent less time. Other items receiving comparable amounts of time were parent consultation (9.6 per cent), ranked

fourth, and the testing program (9.2 per cent), ranked fifth, as well as remedial instruction (1.8 per cent), research studies (1.6 per cent), and vocational-occupational information (1.3 per cent), ranked eleventh, twelfth and thirteenth respectively. Significant too, was the 3.7 per cent time allotment given "other functions" by the eleven counselors who ranked this item.

Itemized counselor responses to functions ranked by importance. This section attempts to place in perspective how the counselor feels he should spend his time, illustrated in Table IV, compared with the actual utilization of his time represented in Table II.

Ranking in order of importance indicates that individual counseling was placed number one in Tables II and IV by the same percentage of respondents. In Table IV group counseling was rated second by 76 per cent, considerable greater than the 52 per cent who actually placed that function second. Both tables assigned identical rankings for the first seven functions. Parent consultation and the testing program received comparable response percentages in each table; however, guidance activities, while maintaining the same positional ranking as it did in actual, seemed to acquire fewer responses placing it sixth in importance.

Ranking eighth by 59 per cent in actual time spent, record keeping in Table IV was dropped to thirteenth

TABLE IV

ITEMIZED DISTRIBUTION OF COUNSELOR RESPONSES TO FUNCTIONS
RANKED FROM GREATEST IMPORTANCE TO LEAST IMPORTANCE

Function	Total Number and % Giving Function Aver- aged Numerical Ranking or Higher	Average Numerical Ranking															Total Number and % Giving Function Lower Than Averaged Numerical Ranking
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	
Individual Counseling	20 69%	20 69%	8 28%	1 3%	-	-	-	-	-	-	-	-	-	-	-	-	9 31%
Group Counseling	22 76%	6 21%	16 55%	3 10%	2 7%	-	-	1 3%	1 3%	-	-	-	-	-	-	-	7 24%
Teacher Consultation	16 55%	-	1 3%	15 52%	6 21%	3 10%	1 3%	2 7%	1 3%	-	-	-	-	-	-	-	13 45%
Parent Consultation	19 66%	-	2 7%	4 14%	13 45%	3 10%	6 21%	1 3%	-	-	-	-	-	-	-	-	10 34%
Testing Program	16 55%	1 3%	1 3%	3 10%	3 10%	8 28%	5 17%	2 7%	3 10%	2 7%	-	-	-	-	1 3%	-	13 45%
Guidance Activities	13 45%	-	1 3%	2 7%	1 3%	5 17%	4 14%	9 31%	5 17%	1 3%	-	1 3%	-	-	-	-	16 55%
Community and District Referrals	17 59%	-	-	1 3%	3 10%	3 10%	4 14%	6 21%	6 21%	2 7%	4 14%	-	-	-	-	-	12 41%
Administering the Guid- ance Program	15 52%	2 7%	-	-	3 10%	3 10%	2 7%	5 17%	3 10%	2 7%	3 10%	2 7%	3 10%	2 7%	1 3%	-	14 48%
Remedial Instruction	12 41%	-	-	-	1 3%	1 3%	2 7%	3 10%	5 17%	2 7%	3 10%	6 21%	4 14%	2 7%	-	-	17 59%
Orientation and Articulation	17 59%	-	-	-	-	2 7%	2 7%	2 7%	3 10%	8 28%	6 21%	3 10%	3 10%	2 7%	1 3%	-	12 41%
Research Studies	19 66%	-	-	-	1 3%	1 3%	1 3%	7 24%	4 14%	5 17%	5 17%	6 21%	3 10%	3 10%	-	-	10 34%
Vocational and Occupa- tional Information	19 66%	-	-	-	1 3%	-	-	1 3%	1 3%	5 17%	7 24%	4 14%	4 14%	7 24%	3 10%	-	10 34%
Record Keeping	27 93%	-	-	1 3%	-	1 3%	-	4 14%	4 14%	4 14%	5 17%	8 28%	1 3%	1 3%	-	-	2 7%
Corporal Punishment	20 69%	-	-	-	-	-	-	-	-	1 3%	-	2 7%	-	17 59%	9 31%	-	9 31%
Other	10 34%	-	-	-	1 3%	1 3%	1 3%	1 3%	2 7%	-	-	1 3%	1 3%	2 7%	-	-	-

position by 93 per cent of the counselors, an indication that counselors feel this activity presently occupies too much of their time. Table IV shows that respondents considered orientation-articulation less important than remedial instruction. The remaining activities maintained an importance ranking similar to that of actual. Corporal punishment was last and 34 per cent placed "other functions" in various positional rankings.

Per cent of annual time for functions recommended by counselors. The perceptual ranking of functions by counselors in Table IV is supplemented in Table V by time allotment percentages.

TABLE V
COUNSELOR RANKING OF FUNCTIONS BY IMPORTANCE
WITH THE PER CENT OF TIME RECOMMENDED
ANNUALLY FOR EACH

Assigned Ranking	Average Per Cent of Annual Time Recommended
Individual Counseling	28.0
Group Counseling	16.8
Teacher Consultation	11.0
Parent Consultation	10.3
Testing Program	8.3
Guidance Activities	5.6
Community and District Referrals	5.3
Administering the Guidance Program	3.3
Remedial Instruction	1.7
Orientation and Articulation	2.0
Research Studies	2.5
Vocational and Occupational Information	1.5
Record Keeping	2.4
Corporal Punishment	.1
Other	1.2
Total	100.0

Counselors feel that more than half their time should be spent on the first three ranked items--individual counseling, group counseling, and teacher consultation. The following comparisons indicate that several functions were given similar percentages of time: teacher consultation (11.0 per cent) and parent consultation (10.3 per cent); guidance activities (5.6 per cent) and community and district referrals (5.3 per cent); remedial instruction (1.7 per cent), orientation-articulation (2.0 per cent), research studies (2.5 per cent), and record keeping (2.4 per cent).

It should be mentioned that percentage of time does not always correlate with ranking an item according to importance. Although a given activity may exceed another in importance, the time necessary to fulfill that function may be less than for the lower ranked item. For example, while remedial instruction ranked higher in importance than orientation-articulation and research studies, counselors felt that each of the two latter functions should consume slightly more of their time than should remedial activities. Also, record keeping was ranked lower than remedial instruction, orientation-articulation, and vocational-occupational information but, perhaps realistically, received somewhat more time.

Corporal punishment was assigned a negligible percentage of time as was "other functions" by those who ranked this item.

Comparison of actual and importance ranking and time percentages. Table VI makes a comparison between the actual and importance rankings and time percentages previously presented separately in Tables III and V.

TABLE VI

COUNSELOR RANKING OF FUNCTIONS BY THE PER CENT OF ACTUAL TIME GIVEN COMPARED WITH THE COUNSELOR RANKING BY IMPORTANCE AND TIME RECOMMENDED ANNUALLY FOR EACH

Counselor Actual Ranking	Average % of Annual Time Given	Counselor Importance Ranking	Average % of Annual Time Recommended
Individual Counseling	25.3	Individual Counseling	28.0
Group Counseling	13.5	Group Counseling	16.8
Teacher Consultation	10.8	Teacher Consultation	11.0
Parent Consultation	9.6	Parent Consultation	10.3
Testing Program	9.2	Testing Program	8.3
Guidance Activities	7.8	Guidance Activities	5.6
Community and District Referrals	4.9	Community and District Referrals	5.3
Record Keeping	4.5	Administering the Guidance Program	3.3
Administering the Guid- ance Program	3.3	Remedial Instruction	1.7
Orientation-articulation	2.6	Orientation-articulation	2.0
Remedial Instruction	1.8	Research Studies	2.5
Research Studies	1.6	Vocational and Occupa- tional Information	1.5
Vocational and Occupa- tional Information	1.3	Record Keeping	2.4
Corporal Punishment	.1	Corporal Punishment	.1
Other	3.7	Other	1.2
Total	100.0	Total	100.0

It is significant to note that although the first seven functions in both tables were ranked identically, Table VI reveals that counselors would prefer giving more

time to the first four activities than is currently allotted. In contrast, the testing program and guidance activities, ranked fifth and sixth respectively, actually consumed more time than was felt desirable.

The outstanding difference in ranking was record keeping. It actually ranked eighth, occupying 4.5 per cent of the counselor's time but was considered thirteenth in importance and given only a 2.4 per cent time allocation. Remedial instruction was ranked higher in importance by counselors with a time percentage comparable to what it actually received.

The remaining functions were similar in actual and importance rankings and time percentages.

Itemized principal responses to functions ranked by importance. Table VII attempts to itemize principal responses to what they feel the counselor should be doing. When these percentage responses are placed in perspective with Tables II and IV, counselor-principal unanimity is evident in rating individual counseling number one. Individual counseling, however, did receive more third place or lower ratings from principals than from counselors in their actual or ideal time allotment. Conversely, principals seemed to place more emphasis on community and district referrals with 78 per cent rating it seventh while 52 per cent of the counselors rated it seventh in actual time given and 59 per cent in counselor importance.

TABLE VII

ITEMIZED DISTRIBUTION OF PRINCIPAL RESPONSES TO FUNCTIONS
RANKED FROM GREATEST IMPORTANCE TO LEAST IMPORTANCE

Function	Total Number and % Giving Function Aver- aged Numerical Ranking or Higher	Average Numerical Ranking															Total Number and % Giving Function Lower Than Averaged Numerical Ranking
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	
Individual Counseling	21 66%	21 66%	5 16%	4 13%	1 3%	1 3%											11 34%
Group Counseling	24 75%	7 22%	17 53%	2 6%	3 9%		2 6%		1 3%								8 25%
Teacher Consultation	21 66%	3 9%	1 3%	17 53%	5 16%	4 13%	1 3%			1 3%							11 34%
Parent Consultation	23 72%		4 13%	4 13%	15 47%	5 16%	1 3%	2 6%			1 3%						9 28%
Testing Program	15 47%	1 3%		2 6%	3 9%	9 28%	10 31%	4 13%	3 9%								17 53%
Guidance Activities	17 53%		1 3%	3 9%	1 3%	5 16%	7 22%	5 16%	6 19%	1 3%	2 6%	1 3%					15 47%
Community and District Referrals	25 78%		3 9%		2 6%	5 16%	3 9%	12 37%	3 9%			3 9%	1 3%				7 22%
Administering the Guid- ance Program	12 38%					2 6%	5 16%	2 6%	3 9%	8 25%	4 13%	4 13%	2 6%	2 6%			20 62%
Remedial Instruction	14 44%				1 3%		3 9%	2 6%	4 13%	4 13%	4 13%	4 13%	5 16%	4 13%	1 3%		18 56%
Research Studies	21 66%		1 3%		1 3%			1 3%	3 9%	6 19%	9 28%	6 19%	4 13%	1 3%			11 34%
Orientation and Articulation	20 62%							2 6%	3 9%	6 19%	5 16%	4 13%	6 19%	4 13%	2 6%		12 38%
Vocational and Occupa- tional Information	23 72%				1 3%				1 3%	4 13%	2 6%	5 16%	10 31%	9 28%			9 28%
Record Keeping	30 94%						2 6%	4 13%	1 3%		2 6%	6 19%	5 16%	10 31%	2 6%		2 6%
Corporal Punishment	29 91%												1 3%	2 6%	26 81%	3 9%	3 9%
Other	5 16%								1 3%	1 3%					1 3%	2 6%	-

Each of the first four functions in Table VII were ranked as positioned by over 65 per cent of the principals, indicating significant agreement on these items. Responses for guidance activities, research studies, and remedial instruction tended to be diffused. Record keeping, ranked thirteenth, was given little consideration by principals as an important counselor function. Ninety-one per cent rated corporal punishment fourteenth while three of the five respondents rating "other functions" placed corporal punishment fifteenth.

Per cent of annual time for functions recommended by principals. Principals recommended that counselors spend over 46 per cent of their annual time on counseling activities--28.2 per cent on individual counseling and 18.2 per cent on group counseling as shown in Table VIII.

The first seven ranked functions encompassing counseling, teacher and parent consultation, the testing program, guidance activities, and community and district referrals should ideally consume approximately 85 per cent of the counselor's time. The remaining eight items may be considered to occupy individually a negligible amount of the counselor's time.

TABLE VIII
 PRINCIPAL RANKING OF FUNCTIONS BY IMPORTANCE
 WITH THE PER CENT OF TIME RECOMMENDED
 ANNUALLY FOR EACH

Assigned Ranking	Average Per Cent of Annual Time Recommended
Individual Counseling	28.2
Group Counseling	18.2
Teacher Consultation	10.4
Parent Consultation	8.0
Testing Program	7.6
Guidance Activities	7.1
Community and District Referrals	5.5
Administering the Guidance Program	2.8
Remedial Instruction	2.6
Research Studies	2.7
Orientation and Articulation	1.9
Vocational and Occupational Information	1.4
Record Keeping	2.8
Corporal Punishment	.1
Other	.7
Total	100.0

Receiving similar time assessments were the following activities: parent consultation (8.0 per cent) and the testing program (7.6 per cent); the testing program (7.6 per cent) and guidance activities (7.1 per cent); administering the guidance program (2.8 per cent), remedial instruction (2.6 per cent), research studies (2.7 per cent) and record keeping (2.8 per cent); orientation-articulation (1.9 per cent) and vocational-occupational information (1.4 per cent).

Record keeping was deemed an unimportant function of the counselor but, perhaps of necessity, was assigned 2.8 per cent of his time, comparable to administering the guidance program which was rated eighth.

Corporal punishment was apportioned only .1 per cent and "other functions" .7 per cent.

Ranking and time percentage comparison of counselor actual with principal importance. While the first seven items are ranked the same, Table IX reveals that on certain functions principals do not feel the counselor is making proper use of his time.

Principals, for example, recommended that individual and group counseling receive 46.4 per cent rather than the current time of 38.8 per cent. They confirmed the time spent on teacher consultation, but felt slightly too much time was being allocated for the three functions of parent consultation, the testing program, and guidance activities, a total percentage of 26.6 compared with a recommended time of 22.7 per cent.

Principals believed that remedial instruction and research studies should receive slightly more emphasis from the counselor with a corresponding percentage of time.

TABLE IX

COUNSELOR RANKING OF FUNCTIONS BY THE PER CENT OF ACTUAL
TIME GIVEN COMPARED WITH THE PRINCIPAL RANKING BY
IMPORTANCE AND TIME RECOMMENDED
ANNUALLY FOR EACH

Counselor Actual Ranking	Average % of Annual Time Given	Principal Importance Ranking	Average % of Annual Time Recommended
Individual Counseling	25.3	Individual Counseling	28.2
Group Counseling	13.5	Group Counseling	18.2
Teacher Consultation	10.8	Teacher Consultation	10.4
Parent Consultation	9.6	Parent Consultation	8.0
Testing Program	9.2	Testing Program	7.6
Guidance Activities	7.8	Guidance Activities	7.1
Community and District Referrals	4.9	Community and District Referrals	5.5
Record Keeping	4.5	Administering the Guid- ance Program	2.8
Administering the Guid- ance Program	3.3	Remedial Instruction	2.6
Orientation-Articulation	2.6	Research Studies	2.7
Remedial Instruction	1.8	Orientation-Articulation	1.9
Research Studies	1.6	Vocational and Occupa- tional Information	1.4
Vocational and Occupa- tional Information	1.3	Record Keeping	2.8
Corporal Punishment	.1	Corporal Punishment	.1
Other	3.7	Other	.7
Total	100.0	Total	100.0

Although record keeping ranked eighth and consumed 4.5 per cent of the counselor's actual time, it was considered by principals to be an unimportant function. They suggested that record keeping occupy thirteenth position but conceded a 2.8 per cent time allocation.

Counselors who ranked "other functions" gave it an average of 3.7 per cent of their actual time compared to a recommended .7 per cent by principals.

Ranking and time percentage comparison of counselor-principal importance. There appears to exist substantial agreement between counselors and principals concerning the role of the counselor. Table X illustrates identical ranking by both groups of the first nine and last three functions. The only exceptions were orientation-articulation and research studies, merely exchanging positional rankings.

TABLE X

COMPARISON OF COUNSELOR-PRINCIPAL RANKING OF FUNCTIONS
BY IMPORTANCE AND TIME RECOMMENDED
ANNUALLY FOR EACH

Counselor Importance Ranking	Average % of Annual Time Recommended	Principal Importance Ranking	Average % of Annual Time Recommended
Individual Counseling	28.0	Individual Counseling	28.2
Group Counseling	16.8	Group Counseling	18.2
Teacher Consultation	11.0	Teacher Consultation	10.4
Parent Consultation	10.3	Parent Consultation	8.0
Testing Program	8.3	Testing Program	7.6
Guidance Activities	5.6	Guidance Activities	7.1
Community and District Referrals	5.3	Community and District Referrals	5.5
Administering the Guid- ance Program	3.3	Administering the Guid- ance Program	2.8
Remedial Instruction	1.7	Remedial Instruction	2.6
Orientation-Articulation	2.0	Research Studies	2.7
Research Studies	2.5	Orientation-Articulation	1.9
Vocational and Occupa- tional Information	1.5	Vocational and Occupa- tional Information	1.4
Record Keeping	2.4	Record Keeping	2.8
Corporal Punishment	.1	Corporal Punishment	.1
Other	1.2	Other	.7
Total	100.0	Total	100.0

Significant too, was that both groups generally concurred on recommended time percentages for counselor functions with the exception of counselors suggesting 2.3 per cent more time for parent consultation. Including parent consultation, however, counselors and principals did feel that the first five items should net approximately three-fourths of the counselor's annual time. Although both groups gave some activities proportionately more time than importance, the most significant was record keeping, ranked thirteenth, with a recommended average time of 2.6 per cent. The proposed time for corporal punishment and "other functions" was negligible.

Ranking comparison of counselor actual with counselor-principal importance. Table XI presents a composite comparison of the three major rankings in the study--counselor actual, counselor importance, and principal importance. It seems significant that the first seven functions as well as the fourteenth were the same in all three rankings. The antithesis of the above pattern proved to be record keeping, sufficiently time consuming to rate eighth in actual time expended compared with a recommended thirteenth placement by counselors and principals.

Other than the disparity in record keeping and greater counselor-principal emphasis on remedial instruction, both groups were in relative agreement as to the positioning of the remaining functions.

TABLE XI

COUNSELOR RANKING OF FUNCTIONS BY THE PER CENT OF ACTUAL TIME GIVEN
COMPARED WITH COUNSELOR-PRINCIPAL RANKINGS BY IMPORTANCE

Counselor Actual	Counselor Importance	Principal Importance
Individual Counseling	Individual Counseling	Individual Counseling
Group Counseling	Group Counseling	Group Counseling
Teacher Consultation	Teacher Consultation	Teacher Consultation
Parent Consultation	Parent Consultation	Parent Consultation
Testing Program	Testing Program	Testing Program
Guidance Activities	Guidance Activities	Guidance Activities
Community and District Referrals	Community and District Referrals	Community and District Referrals
Record Keeping	Administering the Guidance Program	Administering the Guidance Program
Administering the Guidance Program	Remedial Instruction	Remedial Instruction
Orientation and Articulation	Orientation and Articulation	Research Studies
Remedial Instruction	Research Studies	Orientation and Articulation
Research Studies	Vocational and Occupational Information	Vocational and Occupational Information
Vocational and Occupational Information	Record Keeping	Record Keeping
Corporal Punishment	Corporal Punishment	Corporal Punishment

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The purpose of this study was to provide an evaluative comparison of actual counselor functions compared with functions considered most important by counselors and principals in the Bakersfield Elementary School District. It was to determine whether or not, both groups assigned similar priorities to various areas of counselor activity.

The data were obtained by mailing questionnaires to each counselor and principal in the District. To those not replying, a follow-up mailing was conducted. A final effort was made by telephone to anyone disregarding both mailings. Ultimately, questionnaires were received from twenty-nine or 87.9 per cent of the counselors and thirty-two or 96.9 per cent of the principals. Respondents wishing the results of the study signed their name and school to the questionnaire while those not requesting the results remained anonymous.

Notably significant were the following seven functions ranked identically from first through seventh in the amount of actual counselor time given as well as counselor importance and principal importance rankings: individual counseling, group counseling, teacher

consultation, parent consultation, testing program, guidance activities, and community and district referrals. Of these seven, teacher consultation, testing program and community and district referrals were given similar time percentages in the three tables.

Sixty-nine per cent of the counselor respondents indicated that individual counseling consumed 25.3 per cent of their time, considerably more than group counseling which was given a 13.5 per cent time allocation. In importance ranking, both counselors and principals recommended at least 3 per cent more time for individual counseling and an average of 4 per cent for group counseling.

Both groups suggested that counselors expend approximately 56 per cent of their annual time on individual and group counseling and teacher consultation whereas these three activities presently occupy less than one-half their time.

Although counselors agreed with the amount of time currently given parent consultation, principals felt that it should receive 2.3 per cent less time than what counselors recommended. Principals tended to concur with the counselors' recommendation that 2.2 per cent less time be devoted to guidance activities.

The remaining functions positioned eighth through twelfth received similarly assessed rankings and time

percentages. The most significant exception was record keeping, actually ranked eighth and consuming 4.5 per cent of the counselor's time. However, it was considered less important by counselors and principals as both groups rated it thirteenth. Nevertheless, perhaps through necessity, they did concede an average time allocation of 2.6 per cent which was somewhat more time than was given other functions ranked higher. In addition to record keeping, certain other low ranked items in counselor and principal importance were granted proportionately more time than importance.

Corporal punishment was consistently ranked last in all tables with a corresponding negligible time percentage.

Various activities listed under "other functions" were allocated 3.7 per cent of the counselor's actual time but received little consideration from either group in importance ranking.

Except for orientation-articulation and research studies merely interchanging positions, counselor-principal importance rankings were identical for the first nine and last three functions. Enhancing this consensus was their general concurrence on recommended time percentages.

Conclusions. The data obtained in this study form the basis for the following conclusions:

1. The major finding of the study is that principals and counselors, according to their responses, are in substantial agreement on what counselors should be doing.
2. Counselors and principals suggested that counselors should be allowed additional time for individual and group counseling.
3. While next to last in significance, record keeping received more of the counselor's time than did administering the guidance program, orientation-articulation, remedial instruction, research studies, and vocational-occupational information.
4. Supporting the findings of certain other studies, counselors and principals considered vocational-occupational information, record keeping, and corporal punishment of little significance.
5. Counselors and principals recommended that somewhat less counselor time be devoted to guidance activities.
6. Principals indicated that parent consultation should receive slightly less time than what counselors recommended.

7. School location, to some extent, affected the responses given to counselor actual ranking, counselor-principal importance rankings, and activities listed under "other functions."
8. Both groups felt that certain low ranked items should receive proportionately more time than importance.

Recommendations. The following recommendations seem warranted by the data obtained in this study.

1. A periodic evaluation of the guidance program should be implemented in the Bakersfield Elementary School District.
 2. Counselors should be allowed additional time for individual and group counseling.
 3. The guidance program should be re-assessed in order that record keeping could assume its proper perspective in relation to what counselors and principals feel is important.
 4. The Rules and Regulations of the Board of Education state that guidance activities are not a primary function of the counselor. Further study, therefore, seems necessary to determine why these functions were ranked significantly high by counselors and principals.
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APPENDIX

APPENDIX A

SAMPLE QUESTIONNAIRE

QUESTIONNAIRE--RANKING IN ORDER OF ACTUAL TIME SPENT

Please give your name and school if you wish a copy of the final results of the study. Your individual questionnaire will be returned with the results enabling you to compare your response with that of the District.

Name _____ School _____

Directions: (1) Please rank the duties below from 1-14 (to 15 if you specify "other functions") according to the actual amount of time you spend on each annually. In the first column place a "1" adjacent to the duty in which you spend the most time. (2) In the second column approximate the percentage of time spent on that function. If no time is spent indicate by a "0".

Functions	actual ranking	% of time spent
-Testing program (group and individual testing, teacher instruction, handling materials, etc.)	_____	_____
-Remedial instruction	_____	_____
- Individual counseling (learning affected because of personal, social, intellectual and/or behavioral problems)	_____	_____
-Research studies (project committee work, etc.)	_____	_____
-Administering the guidance program (planning, budget, scheduling)	_____	_____
-Community and district referrals (identification of special talents, needs, referrals for guidance services, special programs)	_____	_____

Functions	actual ranking	% of time spent
-Group counseling (learning affected because of personal, social, intellectual and/or behavioral problems)	_____	_____
-Parent consultation (children's special needs)	_____	_____
-Teacher consultation (children's special needs)	_____	_____
-Vocational and occupational information (general overview)	_____	_____
-Organizing guidance activities (clubs, assemblies, orienta- tion of new students, gradua- tion, etc.)	_____	_____
-Administering corporal punishment	_____	_____
-Record keeping-clerical (attendance records, enroll- ment, etc.)	_____	_____
-Orientation-articulation (elementary to junior high and junior high to secondary)	_____	_____
-Other functions (specify)	_____	_____

QUESTIONNAIRE--RANKING IN ORDER OF IMPORTANCE

Please give your name and school if you wish a copy of the final results of the study. Your individual questionnaire will be returned with the results enabling you to compare your response with that of the District.

Name _____ School _____

Directions: (1) Please rank the duties below from 1-14 (to 15 if you specify "other functions") in order of importance. In the first column place a "1" adjacent to the duty in which you feel counselors should spend the most time. (2) In the second column approximate the percentage of time you feel should be spent on that function annually. If you feel no time should be spent indicate by a "0".

Functions	importance ranking	% of time spent
-Testing program (group and individual testing, teacher instruction, handling materials, etc.)	_____	_____
-Remedial instruction	_____	_____
-Individual counseling (learning affected because of personal, social, intellectual and/or behavioral problems)	_____	_____
-Research studies (project committee work, etc.)	_____	_____
-Administering the guidance program (planning, budget, scheduling)	_____	_____
-Community and district referrals (identification of special talents, needs, referrals for guidance services, special programs)	_____	_____
-Group counseling (learning affected because of personal, social, intellectual and/or behavioral problems)	_____	_____

Functions	importance ranking	% of time spent
-Parent consultation (children's special needs)	_____	_____
-Teacher consultation (children's special needs)	_____	_____
-Vocational and occupational information (general overview)	_____	_____
-Organizing guidance activities (clubs, assemblies, orienta- tion of new students, gradua- tion, etc.)	_____	_____
-Administering corporal punishment	_____	_____
-Record keeping-clerical (attendance records, enroll- ment, etc.)	_____	_____
-Orientation-articulation (elementary to junior high and junior high to secondary)	_____	_____
-Other functions (specify)	_____	_____

APPENDIX B

SAMPLE LETTER ACCOMPANYING ORIGINAL MAILING

October 16, 1967

Dear _____:

I have been employed by the District for the past five years as an elementary and junior high school teacher. Also, I am currently a candidate for the Master of Science Degree in Education (Guidance and Counseling), at Drake University, Des Moines, Iowa.

One of the requirements for this degree is a field report. Since I am very much interested in the guidance program here in Bakersfield, I have chosen the following topic for my study: "A Counselor-Principal Comparison of Counselor Functions in the Bakersfield Elementary School District, Bakersfield, California."

Walter Shoesmith and Robert Schmoll have given their approval for conducting this study. The ultimate success of the survey depends entirely upon your cooperation; therefore, will you please fill out the enclosed questionnaire and return it at your earliest convenience. A stamped self-addressed envelope is provided for this purpose.

It is realized that you are extremely busy, but the questionnaire is so arranged that it will take only a few minutes of your time. I assure you that persons participating in this study will not be identified in the final results. If you would like a copy of the findings, indicate where designated on the questionnaire.

Thank you very much for your cooperation.

Sincerely,

Matt Michael

APPENDIX C

SAMPLE LETTER ACCOMPANYING SECOND MAILING

November 15, 1967

Dear _____:

On October 16, 1967, a questionnaire was sent to you requesting information pertinent to my thesis. A majority have been returned; however, a higher percentage would reflect a more representative feeling of the entire district.

Therefore, please complete and return your questionnaire (two sheets for counselors) as soon as possible. If for some reason you have misplaced the original, enclosed you will find a duplicate copy.

If you have already completed and returned your questionnaire, please disregard this notice.

Your cooperation and patience are recognized and appreciated.

Sincerely,

Matt Michael

APPENDIX D

TABLE XII*

LIST OF RESPONSES TO "OTHER FUNCTIONS" ACTUALLY
PERFORMED BY COUNSELORS ANNUALLY

Specified Function	Ranking Received	% of Annual Time Given
-Discipline other than corporal punishment	1	60
-Welfare, unscheduled counseling	1	25
-Taking teachers' classes, confer- ences, child welfare, nurse, probation, child guidance	5	9
-Serving as principal during his absence, being witness during questioning of children by officers	8	3
-Speaking at workshops and confer- ences, welfare	8	1
-Checking/observing classes	9	5
-P.T.A.	9	4
-Relieving teachers in classes, working with substitute teachers	9	1
-Assisting in finding lost children, care of sick and injured and getting them home	10	2.5
-Welfare in conjunction with P.T.A.	12	1
-Function not specified	14	.5

*These responses pertain to Tables II, III, VI,
and IX.

TABLE XIII*

LIST OF RESPONSES TO "OTHER FUNCTIONS"
CONSIDERED IMPORTANT BY COUNSELORS

Specified Function	Ranking Received	% of Annual Time Recommended
-Taking teachers' classes, meeting with reading supervisors, testing, child welfare, nurse, probation	6	10
-Assisting in finding lost children, care of sick and injured child- ren and getting them home	7	2
-Serving as principal during his absence, being witness during questioning of children by officers	8	3
-Checking/observing classes	9	5
-Relieving teachers in classes, working with substitute teachers	9	1
-Welfare in conjunction with P.T.A.	12	1
-Welfare, unscheduled counseling	13	3
-Speaking at workshops, confer- ences, welfare	14	1
-Function not specified	14	.5

*These responses pertain to Tables IV, V, VI, and X.